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POVERTY AND WELL-BEING: THE SUBJECTIVE WELL-BEING STATUS OF POOR CHILDREN IN KUALA LUMPUR, MALAYSIA

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Abstract

Poverty has a devastating impact on the subjective well-being of urban children. Policymakers, social workers, economists, and researchers employ subjective well-being measurement in policy formulation, improving living conditions, and welfare, and addressing the essential needs, health, environmental, social relationship, and emotional and psychological needs of poor children. Subjective well-being indicators consist of dimensions such as life satisfaction affects life experience, emotion, psychological well-being, and social relationship well-being. All these indicators are crucial in understanding children's needs, and important in policy formulation. This paper will discuss the subjective well-being of poor children in Kuala Lumpur, Malaysia. The discussion can be a direction for future researchers to conduct a similar study.

Keywords: Subjective well-being, Child subjective well-being, poverty, well-being

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INTRODUCTION

Poverty and subjective well-being are two interconnected concepts that are often studied in the field of social sciences. Poor children are among vulnerable groups that need attention from adults such as policymakers, social welfare providers, social workers, scholars, and researchers in addressing their needs and well-being. According to Save the Children nearly 1.2 billion children live in poverty with hundreds of million children remaining multidimensionally poor (Save the Children, 2023). In Malaysia Gross Domestic Product (GDP) and Poverty Line Index (PLI) were used to measure the level of well-being and policy formulation. This is because it is linked to the standard of living indicators such as income (Reinhart et al, 2010). However, economic and material measurement such as GDP, and PLI was not designed to measure welfare, quality of life and well-being of the society (Kapoor et al, 2019). Economic measurements such as GDP and PLI were designed to measure income level and not purposely to measure the perception and experience of individuals living in poverty. Living in poverty has a significant impact on the subjective well-being of poor children. According to Chen (2020), family income level and poverty were found associated with low-level of subjective well-being such as life satisfaction, and happiness.

Individuals living in poverty often face various challenges and hardships, such as limited access to education, healthcare, housing, and employment opportunities (Main, 2019). These material deprivations can contribute to feelings of stress, insecurity, and dissatisfaction, which can negatively affect subjective well-being (Gross-Manos & Bradshaw, 2022). Furthermore, poverty can lead to social exclusion, low-degree of subjective well-being such as feeling of guilt, shame, and a sense of powerless, all negative effects that can lead to low-degree of subjective well-being (Abu Bakar & Osman, 2021; Boardman et al., 2022). The experience of poverty can create a cycle of deprivation, where individuals may find it difficult to escape poverty due to limited resources, lack of opportunities, and the negative psychological effects it has on their well-being. In this paper, the researcher will explain the impact of poverty on the subjective well-being of poor children. The results of this study will be used to formulate an intervention policy framework to improve the subjective well-being of urban poor children in Malaysia. Subjective well-being measurement is important to ensure their healthy development, mental health, education, social relationship, and policy formulation. Assessing the subjective well-being of children will offer insight into how people and the community experience the aspect of their life.

LITERATURE REVIEW

The Subjective Well-being Definition

Subjective well-being (SWB), refers to self-reported well-being, refers to how people evaluate their experience and evaluate different aspects of their lives, includes negative and positive affect. The subjective well-being measurement is often used in measuring the degree of mental health status, and happiness, and it can be influences factor to individual well-being, individual health, wellness, and longevity (Abu Bakar, 2022; Cherry, 2023). According to Diener et al., (1999) and OECD (2013), subjective well-being refers to how people experience and evaluate their own lives based on their perception and insight (Diener et al., 1999). According to Diener (2021), subjective well-being is a scientific term referring to the happiness and life satisfaction of people, individuals, or communities. The degree of subjective well-being is influenced by both internal and external factors. Diener added internal factors such as inborn temperament, resilience, personality, and outlook, and external factors such as the society and community in which they live, social relationships, their ability to meet their basic needs, material and social resources, and desirable society is associated with the level of subjective well-being. Evidence proves that communities and people with a high level of subjective well-being are healthier, sociable, more productive, and have better citizenship as compared to those with low-level subjective well-being (Diener & Tay, 2012). These statements show that community and people with high-level subjective well-being have a better manners, health, and behaviour. The level of subjective is determined or measured by three elements namely:

- Life satisfaction (LS)
- Affect (Life Experience)
- Eudaimonia or Eudemonic well-being (psychological “flourishing”).

These three elements are crucial to measuring the subjective well-being of the community. According to Anand (2016), life satisfaction (LS) in subjective well-being is measuring and assessing people's moods, emotions, and how they feel about their directions and options for the future. It is a measure of subjective well-being in terms of feeling, mood, satisfaction with social relationships, achieved goals, self-concept, and self-perceived ability to cope with daily life (Gilman & Huebner, 2003; Abu Bakar et al., 2016). Many factors contribute to individual and community life satisfaction such as work, romantic relationships, social relationships with family and friends, personal development, health, wellness, and other factors that contribute to life satisfaction (Ackerman, 2021). People or communities with high life satisfaction typically experience good moods, good emotional states, good social relationships with family, friends, and peers, have a set of goals, and can cope with daily life problems (Figure 1).

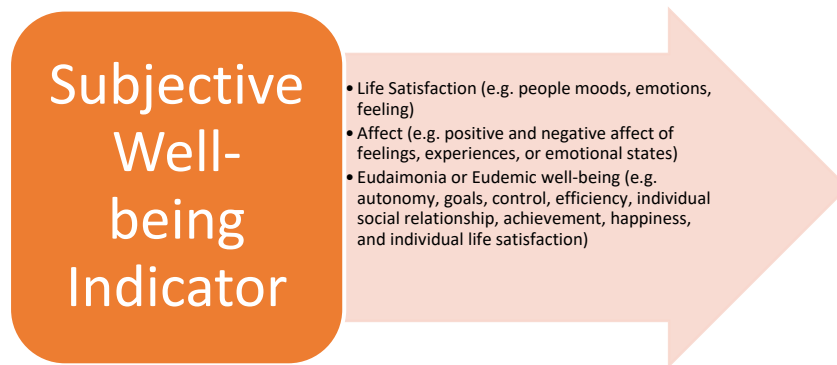


Figure 1: Subjective-being measurement

METHODOLOGY

Study Design

The quantitative research method was employed by the researcher to collect raw data in this study. The method is used because it is more efficient to explore, observe, and gather opinion in more details on the issues (Lyubomirsky, Sheldon & Schkade, 2005). The self-report technique allows children to give their views based on their perspective without disturbance from any other party such as their parents.

Location, Population, and Sample of The Study

This study involved 360 poor children aged from 9 to 17 years old. The respondents were selected from three social housing programs built by the government for the poor, which are the People's Housing Program (PPR). Three housing programs namely PPR of *Lembah Pantai Kerinchi Kuala Lumpur*, PPR Pantai Ria, and PPR Pantai Mulia were selected as a study location. The researcher also select children from Sekolah Bimbimbang Jalanan Kasih (SBJK) and Buku Jalanan Chow Kit Kuala Lumpur, Malaysia. The chosen all these locations because it's populated by urban poor children.

Sampling Technique

Multistage sampling technique employed by the researcher to select the geographical location of the study, housing program, study area and children as a respondent of the survey. Firstly, the researcher employed purposive sampling technique to choose the geographical location of the study. For the purpose, *Kelantan, Kuala Lumpur* and *Selangor* were chosen as the geographic location of the study. The researcher was also purposive sampling technique to select three-housing program. In the second stage, the researcher employed the convenience sampling method to select housing area in three states and social

housing programs. For the final stage, simple random sampling technique was employed to select its 303 respondents, which resulted in 80 children sample from PPR Lembah Pantai Kerinch, 80 children from PPR Pantai Ria, 80 children from PPR Pantai Mulia, 50 children from *Sekolah Bimbingan Jalinan Kasih* (SBJK), and 13 children from Buku Jalanan Chow Kit.

Research Instrument and Data Collection

A research instrument: namely the “Subjective well-being of urban poor children” was designed by the researcher based on the social indicator approach and socially perceived necessities methodology. Items in the research instrument was inspired by the Child Perception and Experiences of Deprivation from Swords et al., (2011), UNICEF's Child Well-being Index and Child Indicators Index by Bradshaw et al., (2007). The researcher employed five like scale that used in measuring the subjective well-being of urban poor children namely “never”, “occasionally”, “sometimes”, “Always” and “Frequent”. The instrument was self-administered. However, the researcher will assist the respondents if they are illiterate, and face some form of disability, and challenges.

Data Analysis

The Statistical Package for Social Science (SPSS) version 27.0 was used to analyze the raw data acquired in this study.

Research Ethic

All procedures involving human subjects were conducted in accordance with the ethical standards of the Code of Research Ethics University of Malaya (CREUM). The researcher has received approval from CREUM committee member prior conducting this study. The code of ethics ensures this study follows the high standards of excellence and morality in the research activities. Apart from that, ethical consideration in research with children and young people is required at all stages of the research process.

Children are considered as a vulnerable group that needs to go through ethical guidelines to ensure they are safe from harm, exploitation and protect their rights. Researching with children necessitates obtaining children's consent in the respect of children's rights, and their capability to express their views to have these heard in matters that affect them. The consent can be obtained from parents, carers, and guardians of the children. This must be given voluntarily and be renegotiable, so that children may withdraw at any stage of the research process (Ethical Research Involving Children, 2019).

Participation of the children in this study was voluntary. Before answering the questionnaire, the researchers obtained written permission from the parents. The mother/father signed a consent form as a pledge that they allow

their children to participate in the study. All the raw data received in this study were kept safe and only are accessible to the researcher. The principle of confidentiality is one of the pillars of research ethics. The primary purposes of the code of confidentiality are to protect the anonymity and confidentiality of participants, to minimize the risk of harm, to obtaining informed consent, to avoiding deceptive practices when designing research, and to provide participants with the right to withdraw from the research at any time (McLeod, 2015).

RESULT AND DISCUSSION

Demographic Profile

Table 1 displays demographic profile of the respondents in this study. The results of the study found that the majority or 129 (42.6%) of the respondents were within the age of 10-12 years old. About 100 (33.0%) of the respondents were within the age of 13-15 years old and 74 (24.4%) of the respondents were within the age of 16-18 years old. This study found that Males 155 (51.2%) were more than females 148 (48.8%) involved in this study. Table 1 revealed that 265 (87.5%) of the total sample are Malays, 15 (5%) Sarawak and Sabah Bumiputera, 15 (5%) others race and ethnicity, 5 (1.7%) Chinese, and 3 (1%) Indian. This finding can be associated with the ethnic majority in Peninsular Malaysia. The demographics composition in the country shows that 50.4 per cent of the total population are Malays ethnic group. It no doubts that Malays are the majority ethnic group was involved in this study.

The researcher was asked about their religion it was found that out of the total sample 291 (96.0%) were Muslim, 7 (2.3%) Buddhist, 4 (1.3%) Christian, and 1 (0.35) Hindus. In relation to these findings, Malaysia contains of 61.3 per cent of population practise Islam and no doubts most of the study sample in this study are Muslim. The below table displayed that out of 303 sample, 182 (60%) respondents living with their fathers, mothers, and siblings.

The findings also discovered that 38 (12.5%) of the study sample living only with their fathers and mothers, 22 (7.3%) living with caregivers, 17 (5.6%) living with only fathers, 12 (4%) living with only mothers, 12 (%) living with others person/individual, 8 (2.6%) living with mothers and stepfathers, 7 (2.3%) living with friends, 4 (1.3%) living with fathers and stepmothers and 1 (0.3%) living with their siblings.

These findings indicate that, most of the respondents are from the nuclear family background which is contains of father, mother, and children. Statistical analysis also found that 201 (66.3%) of the total respondents were living in permanently in own home and another 102 (33.7%) renting (moving in and out due to not owning a home).

The results of the study show that most of the respondents in this study living in own home although they involve in street life. Based on Table 1, 153

(50.6%) of the respondents lived in 4 to 6 family, 58 (19.1%) lived in 7 to 9 family members, 48 (15.5%) lived in 1 to 3 family members, 40 (13.3%) lived in 10 to 12 family members, and 4 (1.3%) lived in 13> family members. This study also found that 150 (49.5%) of the children were from RM1001 – RM2,500 household income.

Table 1: Demographic Profile of the Respondents

Variables	Number (n=303)	(%)
Age Group:		
▪ 10-12	129	42.6
▪ 13-15	100	33.0
▪ 16-18	74	24.4
Gender:		
▪ Male	155	51.2
▪ Female	148	48.8
Race and Ethnicity:		
▪ Malays	265	87.5
▪ Sarawak & Sabah Bumiputera	15	5.00
▪ Others	15	5.00
▪ Chinese	5	1.70
▪ Indian	3	1.00
Religion:		
▪ Muslim	291	96.0
▪ Buddhist	7	2.30
▪ Christian	4	1.30
▪ Hindus	1	0.30
Place of Residents:		
▪ Fathers and Mothers, and Siblings.	182	60.1
▪ Fathers and Mothers	38	12.5
▪ Living with caregivers	22	7.30
▪ Only fathers	17	5.60
▪ Only mothers	12	4.00
▪ Others:	12	4.00
▪ Mothers and stepfathers	8	2.60
▪ Living with friends	7	2.30
▪ Fathers and stepmothers	4	1.30
▪ Living with siblings	1	0.30
Housing Status and Stability:		
▪ Living in permanently in own home	201	66.3
▪ Renting (Moving in and out due to not owning a home)	102	33.7

Variables	Number (n=303)	(%)
Family Members Numbers:		
▪ 1-3 person	48	15.8
▪ 4-6 person	153	50.6
▪ 7-9 person	58	19.1
▪ 10-12 person	40	13.3
▪ 13>	4	1.30
Family income:		
<RM1,000	50	16.5
RM1001 – RM2,500	150	49.5
RM2501 – RM3,500	100	33.0
RM3,501 – RM5,000	3	1.00
RM5,001>	0	0.00

Subjective Well-being of Poor Children in Malaysia

The researcher has divided the measurement of subjective well-being of urban poor children into two measurements, namely:

- i) Psychology and emotional well-being of poor children, and
- ii) Life experience of poor children

Psychology and Emotional Well-Being of Poor Children

Psychology and emotional well-being come from happiness and life satisfactions perspective with positive and negative psychology affects. According to WHO individual with positive psychology and emotional will allows individuals to fully engage with other, know how to cope with stress of life and realise their abilities (Liddle & Carter, 2015).

Table 2 display that 139 (44.8%) of the respondents reported they always feeling sad, 125 (40.3%) reported frequent feeling fear, 125 (40.3%) reported do not feel safe or peace, 119 (38.4%) reported frequent experiencing depression, 105 (33.9%) reported they always feeling anxiety, 104 (33.5%) reported they always feeling life is meaningless, 104 (33.5%) reported they always feeling lonely, 103 (33.2%) reported they frequent traumatic, and 96 (31.0%) reported they not happy with their life. This finding explained that urban poor children in this study experiencing multiple negative psychology and emotional well-being as result of living in poverty.

Table 2: Psychology and Emotional Wellbeing Status

Variables	Never (n=303/%)	Occasionally (n=303/%)	Sometimes (n=303/%)	Always (n=303/%)	Frequent (n=303/%)
Depression	69 (22.3)	63 (20.3)	29 (9.40)	23 (7.40)	119 (38.4)
Anxiety	52 (16.8)	50 (16.1)	20 (6.50)	105 (33.9)	76 (24.5)
Fear	63 (20.3)	59 (19.0)	45 (14.5)	11 (3.50)	125 (40.3)
Insomnia	107 (34.5)	119 (38.4)	50 (16.1)	22 (7.10)	5 (1.60)
Irritable	86 (27.7)	109 (35.2)	46 (14.8)	46 (14.8)	16 (5.20)
Always sad	69 (22.3)	59 (19.0)	28 (9.00)	139 (44.8)	8 (2.60)
Not happy	74 (23.9)	86 (27.7)	34 (11.0)	13 (4.20)	96 (31.0)
Lonely	125 (40.3)	56 (18.1)	15 (4.80)	104 (33.5)	3 (1.00)
Traumatic	67 (21.6)	30 (9.70)	12 (3.90)	91 (29.4)	103 (33.2)
Lack of confident	112 (36.1)	57 (18.4)	23 (7.40)	102 (32.9)	9 (2.90)
Frustrated	148 (47.7)	87 (28.1)	39 (12.6)	28 (9.00)	1 (0.30)
life is meaningless	99 (31.9)	57 (18.4)	35 (11.3)	104 (33.5)	8 (2.60)
Do not feel safe/peace	124 (40.0)	36 (11.6)	15 (4.80)	125 (40.3)	3 (1.00)
Blaming fate/destiny	220 (71.0)	44 (14.2)	17 (5.50)	19 (6.10)	3 (1.00)

Life Experience of Poor Children

In this section the researcher will interpret the findings of life experience of poor children with their family, peer and friends, school, and community. Table 3 to Table 6 display the findings for life experience of street children with family/caregiver, peer/friends, school, and society/community.

For the life experience of poor children with family and caregiver (see table 3), the study found that 95 (30.6%) reported occasionally beaten by their family, 77 (24.8%) of the respondents reported their family never support them, 76 (24.5%) reported their family never help them, 53 (17.1%) reported ignored by their family, and 36 (11.6%) occasionally emotional abused by their family.

Table 3: Life Experience of children with Family and Caregiver

Variables	Never (n=303/%)	Occasionally (n=303/%)	Sometimes (n=303/%)	Always (n=303/%)	Frequent (n=303/%)
Beaten	124 (40.0)	95 (30.6)	67 (21.6)	15 (4.80)	2 (0.60)
Don't like spending time with parents	218 (70.3)	50 (16.1)	20 (6.50)	12 (3.90)	3 (1.00)
Ignored	226 (72.9)	53 (17.1)	22 (7.10)	2 (0.60)	0 (0.00)
Unloved	232 (74.8)	44 (14.2)	18 (5.80)	9 (2.90)	0 (0.00)
Hate to family	259 (83.5)	32 (10.3)	9 (2.90)	3 (1.00)	0 (0.00)
Sexual harassment	271 (87.4)	19 (6.10)	3 (1.00)	9 (2.90)	1 (0.30)

Variables	Never (n=303/%)	Occasionall y (n=303/%)	Sometimes (n=303/%)	Always (n=303/ %)	Frequent (n=303/%)
Family always supports me	77 (24.8)	70 (22.6)	45 (14.5)	76 (24.5)	35 (11.3)
Family always helps me	76 (24.5)	65 (21.0)	46 (14.8)	82 (26.5)	34 (11.0)
Emotional abused	236 (76.1)	36 (11.6)	27 (8.70)	4 (1.30)	0 (0.00)
Sexual abused	295 (95.2)	7 (2.30)	1 (0.30)	0 (0.00)	0 (0.00)
Don't trust parents	264 (85.2)	28 (9.00)	8 (2.60)	2 (0.60)	1 (0.30)

As shown in Table 4 only small number of the respondents experiencing negative life experience with peers and friends. For instance, out of 303 (100%) of the total respondents, 82 (26.5%) mentioned that they occasionally humiliated by peers or friends, 81 (26.1%) mentioned that they occasionally excluded by peers or friends, 70 (22.6%) reported they occasionally bullied by peers or friends, 59 (19.0%) reported occasionally beaten by peers or friends, and 12 (3.90%) reported occasionally being sexual harassment victim. This finding implies that, most of the respondents experiencing positive life experience with peers and friends.

Table 4: Life Experience of children with Peers/Friends

Variables	Never (n=303/%)	Occasionall y (n=303/%)	Sometimes (n=303/%)	Always (n=303/ %)	Frequent (n=303/%)
Humiliated	163 (52.6)	82 (26.5)	39 (12.6)	15 (4.80)	4 (1.30)
Excluded by friends/peers	185 (59.7)	81 (26.1)	25 (8.10)	10 (3.20)	2 (0.60)
Bullied	175 (56.5)	70 (22.6)	38 (12.3)	18 (5.80)	2 (0.60)
Encourage to engage in antisocial behaviour	221 (71.3)	41 (13.2)	30 (9.70)	11 (3.50)	11 (3.50)
Beaten	229 (73.9)	59 (19.0)	9 (2.90)	4 (1.30)	2 (0.60)
Sexual Harassment	287 (92.6)	12 (3.90)	4 (1.30)	0 (0.00)	0 (0.00)

Table 5 revealed life experience of poor children with the school. Based on Table 3, most poor children in this study experiencing positive life experience with school compared to negative life experience.

Table 5: Life Experience of children with School

Variables	Never (n=303/%)	Occasionally (n=303/%)	Sometimes (n=303/%)	Always (n=303/%)	Frequent (n=303/%)
Feeling safe	41 (13.2)	73 (23.5)	57 (18.4)	85 (27.4)	47 (15.2)
Teacher always helps me	63 (20.3)	71 (22.9)	54 (17.4)	86 (27.7)	29 (9.40)
Classmate always help me in lesson	78 (25.2)	76 (24.5)	57 (18.4)	68 (21.9)	24 (7.70)
Teacher always supports me	60 (19.4)	73 (23.5)	60 (19.4)	79 (25.5)	31 (10.0)
Classmate/schoolmate support me	91 (29.4)	73 (23.5)	53 (17.1)	67 (21.6)	19 (6.10)
Excluded by teacher	229 (73.9)	35 (11.3)	15 (4.80)	18 (5.80)	6 (1.90)
Excluded by classmate/schoolmate	223 (71.9)	46 (14.8)	20 (6.50)	12 (3.90)	2 (0.60)
The teacher always humiliates me	268 (86.5)	25 (8.10)	6 (1.90)	4 (1.30)	0 (0.00)
Classmate always humiliates me	230 (74.2)	38 (12.3)	28 (9.00)	3 (1.00)	4 (1.30)
Bullied	232 (74.8)	41 (13.2)	21 (6.80)	6 (1.90)	3 (1.00)
Beaten	252 (81.3)	28 (9.00)	16 (5.20)	5 (1.60)	2 (0.60)
Sexual harassment by class/schoolmate	288 (92.9)	8 (2.60)	2 (0.60)	3 (1.00)	2 (0.60)
Sexual harassment by teacher	293 (94.5)	8 (2.60)	1 (0.30)	1 (0.30)	0 (0.00)

From 303 (100%) of the respondents only 91 (29.4%) of the respondents were reported that their classmate/schoolmate never support them in the school, 78 (25.2%) were reported that their classmate never help them in lesson, 63 (20.3%) were reported teacher never help them in lesson or in school, 41 (13.2%) reported occasionally bullied by their peers or friends, 41 (13.2%) reported never feeling safe in the school, 38 (12.3%) their classmate occasionally humiliate them, and 28 (9%) reported occasionally being beaten by their school friends or mates.

Lastly, Table 7 revealed life experience of poor children with society or community. Out of 303 (100%), 171 (55.2%) of the respondents reported never supported by society or community, 163 (52.6%) reported never assisted by society or community, 77 (24.8%) reported they occasionally humiliated by society or community, 34 (11%) were reported occasionally excluded by society or community, 34 (11%) reported occasionally beaten by society or community, and 14 (4.5%) reported being a sexual harassment victim. This study expressed that, most of the respondents in this study experiencing positive life experience with society or community, even though there are two item shows high percentage for negative life experience (i.e., never supported by society or community and never assisted by society or community).

Table 6: Life Experience of children with Society/Community

Variables	Never (n=303/ %)	Occasionally (n=303/%)	Sometimes (n=303/%)	Always (n=303/%)	Frequent (n=303/%)
Humiliated	197 (63.5)	77 (24.8)	21 (6.80)	3 (1.00)	5 (1.60)
Excluded by society/community	247 (79.7)	34 (11.0)	15 (4.80)	4 (1.30)	3 (1.00)
Beaten	252 (81.3)	34 (11.0)	11 (3.50)	3 (1.00)	3 (1.00)
Sexual harassment	286 (92.3)	14 (4.50)	3 (1.00)	0 (0.00)	0 (0.00)
Touched in the private part	285 (91.9)	10 (3.20)	3 (1.00)	5 (1.60)	0 (0.00)
Supported by society/community	171 (55.2)	62 (20.0)	44 (14.2)	20 (6.50)	6 (1.90)
Assisted by society/community	163 (52.6)	68 (21.9)	54 (17.4)	16 (5.20)	2 (0.60)

Pearson Correlation and Multiple Regression Analysis

In this study, the researcher has employed Pearson correlation and multiple regression analysis to find the influence factor to subjective well-being of urban poor children. The study found that (see Table 7) only one variable recorded a strong significant correlation at the level of 0.05* parents and caregiver working status with subjective well-being of urban poor children ($r = .358, p = .048$). For the other six variables, the Pearson Correlation test demonstrated a positive significant correlation at the level of 0.01** between housing physical environment ($r = -.446, p = .000$), emotional and psychological wellbeing ($r = .389, p = .000$), life experience with peers ($r = .238, p = .000$), life experience with school ($r = .290, p = .000$) with the subjective well-being of urban poor children. The findings of Pearson correlation analysis show that housing environment, emotional and psychological problems, and life experiences with peers and school influence street children's involvement in risk behavior.

Table 7: Pearson Correlation Analysis between Influences Factors and Street Children's Involvement in Antisocial Behaviour

Variable	R	P
Parent's and caregiver's working status	.358*	.048
Housing physical environment	-.446**	.000
Emotional and psychological wellbeing	.389**	.000
Life experience with family	.052	.371
Life experience with peers	.238**	.000
Life experience with school	.290**	.000
Life experience with community	.095	.099

Note: * Correlation is significant at the level 0.05 level (1. tailed).

** Correlation is significant at the level 0.01 level (2. tailed)

The multiple regression model (see Table 8) in the model summary table reveals R2 value is .448, which means that the influencing factor explains 44.8 per cent of subjective well-being variance. The other 55.2 per cent were influenced by other factors that are not covered in this study. Overall, the model fits reveal that independent variables statistically significantly predict the dependent variable ($F(7, 23) = 2.672, p < .035$).

Table 8: Summary Results of Regression Model Influence Factors to Subjective Well-being of Urban Poor Children

Model	Unstandardized Coefficients		Standardized	t	p
	B	Std. Error	Beta (B)		
Constant	-47.730	42.356		-1.127	.271
Parents working status	5.853	3.250	.327	1.801	.085
Housing environment	1.386	2.346	.132	.590	.561
Emotional and Psychological wellbeing	.862	.547	.314	1.575	.129
Life experience with peers	-3.172	1.500	-.609	-2.114	.046
Life experience with school	1.068	.576	.329	1.854	.077

Note: Dependent Variable = Risk Behaviour; $R = .670$; $R^2 = .448$; Model Fits = $F(7, 23) = 2.672, p < .035$; parents working status = $B = .327, t = 1.801, p = .085$; housing environment = $B = .132, t = .590, p = .561$; emotional and psychology wellbeing = $B = .134, t = 1.575, p = .129$; life experience with peers = $B = -.609, t = -2.114, p = .046$; life experience with school = $B = .329, t = 1.854, p = .077$.

These results imply that the regression model is well fit to predict the subjective well-being of urban poor children. Concerning this, the Coefficients model reveals that parents working status ($B = .327, t = 1.801, p = .085$), housing environment ($B = .132, t = .590, p = .561$), emotional and psychological wellbeing ($B = .134, t = 1.575, p = .129$), life experience with school ($B = .329, t = 1.854, p = .077$) were not significantly predicted the subjective well-being of urban poor children. Otherwise, life experience with peers ($B = -.609, t = -2.114,$

$p = .046$) significantly influencing the subjective well-being of urban poor children.

CONCLUSION

Poor children in this study reported that they frequently experienced psychological and emotional problems such as depression, anxiety, and trauma. They also reported occasionally being beaten by their family, humiliated by peers, and never supported by classmates and community. The result of the study also found that most of poor children reported that they have a chance to spend their time with friends/peers, family, school, and community. These findings indicated that living in poverty does not affect children social relationship. These findings can be used as a guideline for future researcher, policymakers, and child social services provider in policy and social services formulation for poor children.

COMPLIANCE WITH ETHICAL STANDARDS

Conflict of Interest: I have received research funding from the University of Sultan Zainal Abidin (UniSZA) under research grant Dana Penyelidikan Universiti (DPU 1.0). This funding covered the cost of data collection and analysis.

Ethical Approval: All procedures performed in this study involving human participants were in accordance with the Ethical Standards of the University of Malaya Research Ethics Committee. No animals were harmed in the process of conducting this research.

Informed Consent: Informed consent was obtained from all participants over the age of 18. Informed assent (with parental/guardian informed consent) was obtained from children and adolescents under the age of 18

Data Availability Statement: The data that support the findings of this study are available from the corresponding author upon reasonable request. Data sharing complies with Planning Malaysia Journal data sharing policy. Access to data is subject to ethical and privacy considerations.

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